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ABSTRACT

A study examined the effect of grading attendance on reducing absenteeism. A five-week block of the 1979-1980 and 1980-1981 attendance records of a group of 242 students in grades 9 through 12 were compared in order to determine the effect of a policy, implemented in the 1980-1981 academic year, of substracting eight points from student grades for each unexcused absence. The comparison revealed lower rates of perfect attendance and higher rates of absenteeism (.593 higher) for the 1980-1981 school year. Factors which may make these results invalid for interpretation include such variations in the controls as replacement of some of the faculty, the fact that students attending morning sessions for one year attended in the afternoon in the second year and vise-versa, and the maturation threat to validity. The five-week block of study may also have been inadequate. Therefore, a more in-depth study is recommended. (MN)

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GRADING ATTENDANCE: DOES IT REDUCE ABSENTEEISM?

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TABLE OF CONTENTS

Philosophy Statement	ii
Introductory Statement	iii
List of Tables and Figures	iv
Review of the Literature	
Social Factors Influencing Attendance	1
School Factors Influencing Attendance	5
Individual Factors Influencing Attendance	9
Physical Factors Influencing Attendance	10
Hypothesis	12
Method	13
Results	15
Discussion	17
Summary	19
Appendix	20
Bibliography	

New York State Education Department
Policy Statement
Division of Pupil Personnel Services

PHILOSOPHY

To the end that children shall not suffer through unnecessary failure to attend school for any cause whatsoever, it shall be the duty of each attendance supervisor to secure for every child his right to educational opportunities which will enable him to develop his fullest potentialities for educational, physical, social and spiritual growth as an individual and to provide for the school adjustment of any non-attendant child in cooperation with school authorities, special school services and community and social agencies. Education Law, Article 65, Section 3212.

Even with our laws, many children do not receive the benefits to which they are entitled without some helping service. Regular attendance is extremely important. Patterns established during formative school years carry over to employment. Absentee children miss the benefits for which the school is organized. Absence deprives the class of the contribution the absentee might make. Teacher time is diverted from other pupils in helping returned absentees

make up lost work. When a child is absent, he not only loses all that the school offers for that day or days but the entire class is affected.

The relationship between nonattendance, and the potential development of school failure, maladjustment, and delinquency is well known.

We are living in an era when attendance is important. It is important on the job, in business, and industry. Management consultants consider absenteeism one of the top supervisory headaches in business today. It affects costs, profits, and the individual's progress in his job, no matter how competent he may be otherwise. Attendence certainly affects his success in college. It may even determine whether or not he gets into college.

Attendance is the result of habits, good or bad, which develop during the years an individual is in school. Even at the kindergarten level habits are started which lead to poor attendance when the pupils reach junior and senior high school. We in the schools must do our best to prevent such habits from taking root. We must work to overcome the attitude of indifference which exists on the part of some parents.

Some of the nonschool factors contributing to pupil absence include lack of parental control, breakdown of home structure, emotional deprivation, physical neglect, finan-

cial problems, and a poor self-concept.

Good attendance requires constant organized effort and constant checking. Pupils easily fall into "sloppy" attendance habits when they are allowed to do so either at home or in school. Not only does the instructional program of every school suffer from absenteeism and tardiness, but also the citizenship attitudes we are trying to develop in young people.

INTRODUCTION

In the fall of 1978, the instructional staff of the Cayuga-Onondaga Board of Cooperative Educational Services (BOCES) Vocational Education Center were being questioned as to their grading practices. It was brought to their attention that some students, while missing over 40 days of instruction, were receiving grades of 80 and 90.

Chief School Officers of some Component districts could not rationalize the high passing grades with high absentee rates.

After much discussion by administration and faculty, a committee was appointed to study the possibility of incorporating attendance into the grading system used by the teachers.

This study was undertaken to assess the impact of grading attendance on absenteeism. The review of the literature cites many factors which affect attendance and provides the reviewer with a perspective to see how the efforts of the committee and the ensuing research contribute to what has already been done.

Recent public attention has been focused on the problems of absenteeism both here, in the United States, and abroad. Every day 2.5 million enrolled students in the United States are absent (NASSP Bulletin, February, 1978).

Studies on absenteeism (or truancy) in schools began when compulsory education laws were enacted. For all the time that has elapsed since those laws were placed on the books, there is still a lack of current research, specifically devoted to the study of factors relating to student absenteeism (Wright 1976).

Absenteeism is "A symptomatic behavior associated with certain other independent variables, each of which tends to be individually symptomatic of an unfavorable adjustment between learner and the educational and social environment in which he is operating." (Green 1963).

Additionally, physical environment, studies have shown, also plays an important part as an independent variable associated with absenteeism.

Using Green's interpretation for the basis of an organizational plan, the review will be presented in four sections: social factors influencing attendance, educational factors affecting attendance, individual factors

affecting attendance and physical factors influencing attendance.

SOCIAL FACTORS INFLUENCING ATTENDANCE

In 1965, Beverly Duncan utilized surveys conducted by the Bureau of Census to obtain a large representative sample of the population. The results of her work concentrating on the correlation between social background and educational attainment, formulated three major conclusions: (1) The family structure determines the amount of schooling the child received. (2) The relationship between schooling and family was traceable to parental abilities and circumstances. (3) Residence, that is living with the natural family, is not a factor.

It is significant to note that in this study the immediate family is responsible for approximately 30% of the variance among men with respect to school years completed.

An intact family influences the longevity of the student's stay in school from .5 to 1.0 years.

There is some significance in the relationship of socio-economic status and the time spent in school. The higher a family scores on the Socio-Economic Status Score

(per ten points, a range of 100 points), the longer a student stays in school (.5 years).

Family size also has an effect on longevity as each additional child in the family decreases longevity by .2. All three effects, it was pointed out, were additive. Additionally, most variables were based on the father's abilities; i.e., father's education, socio-economic status of occupation, etc.

Since Duncan's study many social changes have occurred which would influence the outcomes of that study today.

The lack of parental control and interest has been cited in several articles as a major force leading to increased absenteeism.

In 1973 a study, conducted by Nancy Kirweit for the study of social organization of schools in Baltimore, was done to assess the worth of parent-school communication in combating absenteeism. A mailing was sent out to a selected group. The letters ranged from congratulatory (citing good attendance) to mildly threatening. In all cases the number of days absent was noted in the letter. Four hundred ninety-three letters citing attendance problems were sent out. Only 16 phone contacts were initiated as a result of the letter, indicating that parents knew

the situation existed. Statistical analysis was used to determine if any improvement in attendance as a result of the mailing had occurred. It was concluded that no improvement had occurred.

It was noted that, in many cases, parents felt there was little they could do.

In Australia, a study authorized by the Commission on Poverty was carried out to determine the causes of absenteeism. Based on surveys taken at three different schools, several conclusions were drawn.

The study concluded that the family philosophy plays a role in truancy patterns. It was determined that the worst truants were those students who had free control over the decisions affecting them. This finding contradicted the more commonly held belief that absenteeism was in part, the result of students' rebellion from strong authoritarian rule at home.

An article written for Today's Education by Gordon Morris (1972) cites both school and police officials as stating that it is "unhappiness at home" which is a major factor in truancy cases.

In an article edited by H.C.M. Carrol for the New York Times, it was pointed out that "researchers have

sought to explain pupil problems such as truancy by way of people's homes and neighborhoods." Statistical evidence supports that claim, citing positive correlations between absenteeism and population density. Urban population densities were cited as having the highest frequencies of absenteeism followed by surburban and rural. (Wright, 1978).

It was suggested that the area of school life--the sociology of school--needs to be researched more in order to increase our knowledge of the formation of social problems in school. It is in this area that researchers felt the core of the problem existed.

SCHOOL FACTORS RELATED TO ATTENDANCE

Several early studies focused on school factors relating to attendance.

In 1928 Carl Ziegler completed a study entitled School Attendance as a factor in School Progress. His efforts focused on the relationship between the attendance of 307 seventh graders and factors such as grades, progress, ability, and teacher personality.

His findings concluded that attendance patterns posi-

tively affected grades that the longer a student was absent from school, the more that absence adversely affected the grade. Similarly affected was progress and ability.

In the area of teacher personality Ziegler found that teachers who cared and were interested in their students, had home room attendance patterns which were significantly better than those teachers who did not show the same types of emotion. This aspect did not have great significance attached to it until the late 1960's.

Finche and Nemzek (1940) performed 21 studies during 1909 - 1936 comparing achievements and attendance. In general, they concluded that achievement and attendance (the more you attend the more you learn) were positively correlated in the range of .10 to .34; agreeing with Ziegler.

Two of the studies found significant correlations for girls but not for boys.

Both Ziegler and Finche/Nemzek had their findings contested by other researchers who cited inaccurate statistics and subjective evaluation of those statistics as basis of their findings (J.M. Stevens, 1967). New findings seem to substantiate those conclusions (Ziegler and Finche/Nemzek).[1]

[1] High rates of absenteeism have been cited as one cause of the persistent decline in SAT scores (Wirtz 1972).

The declining importance of a high school education (for preparing a student for the work force) can be considered a factor affecting attendance. Students perceive school as less useful in meeting their future needs; thus they put less effort in their work. This view correlates attendance with effort in school (Dornbush, 1974).

Similar to the philosophy of Dornbush, students do not attend school because the reward for attending is not as good as the rewards offered for alternative choices.

A correlation was found between school size, pupil/teacher ratio and electives in the curriculum. In a report done by T. S. Wright, smaller school size, proportionally higher teacher/student ratios and a broad range of short-term electives (less than one year) in the curriculum all affected attendance in a positive way; that is decreasing the frequency of truancy. (Kirweit, 1973) (Brathwaite and Wilson, 1976) and (Teachman, 1979) concur with Wright's findings. Additionally, both Kirweit and Teachman cite specific scheduling of <u>certain</u> activities such as assembly and field trips during <u>certain</u> time periods such as Mondays

and Fridays, a method of curtailing absenteeism.

The study done in Australia also notes, as a result of surveys, that students who were absent most frequently felt teachers did not care about them. "They were being picked on and that teachers' expectations were too high." This led researchers to conclude that teachers were dictatorial. (The same conclusion Ziegler came to in 1928.)

"We consider many teachers adopt an arrogant, authoritarian, insensitive attitude towards many of their pupils which considerably adds to the quality of truancy in many communities."

Many educators, writing articles on attendance today, stress humanistic approaches in dealing with absenteeism. They feel that school absence is the result of rebellion against authority figures (in direct contrast to Australian study showing that students who had free choice in decisions affecting them were absent most frequently.) and traditionally authoritarian approaches to the problem.

Our education institutions are no longer supplied with captive audiences--students should feel needed, wanted and involved in their own education (Hoback, 1976).

A different view was expressed by Joseph Levanto,

writing for NASSP in October 1975. In his article, Levanto stressed that the entire weight of attendance be placed upon parents and students.

"Those that advocate that learning should be fun or that innovation brings students crashing throught the doors are sadly mistaken."

"Proper work habits should be developed early in life." Talking of schools and the roles they play in affecting attendance, he states, "Here is what we have to offer; here is what you have to do to get it: no gifts."

INDIVIDUAL FACTORS EFFECTING ATTENDANCE

Educators have long recognized the importance of students' self-concepts and attitudes toward school in regard to attendance. A number of studies have been conducted on these variables which were cited in a study by Ernest McDaniel and others, A Longitudinal Study of the Effects of Parental Attitudes on the Development of Self Concepts and Attitude Toward School. However, the respective roles played by the family and the school in the formation of self-concept remain unclear.

Birman and Natriello, writing for the Journal of

Research and Development (1978) state that peer group membership effects attendance. If a student associates with a group of students who place little value on school attendance, that sudent as well as the group, will have higher rates of truancy.

Today's truant student has money, mobility and usually does not like what is happening in the world. Loveridge (1976) reports that those aspects of self-concept, relating to a student's perception of a successful student were related to family and attitudinal variables and, of less importance, actual achievement.

McMillian (1976) concluded similar findings as Loveridge. McMillian's review of the literature (124 Doctoral Dissertations) formed a study which concluded that the formation of a person's attitude towards school was built by teacher interaction, pupil background and parental attitude.

PHYSICAL FACTORS INFLUENCING ABSENTEEISM

It has been found by Ziegler (1928) that the physical distance from home to school was not a factor in attendance patterns. Karweit (1973) backs that conclusion even further, noting that students who had to travel farther to go to

different schools had good attendance records. Surveys concluded that students had better attendance because they were less likely to be affected by local neighborhood peer group pressure.

Weather is a factor to some extent. Students are less likely to attend school if it is raining when it is time to get up, even more so if it is a Monday, Friday, or the day before or after a vacation. (Kirweit 1973).

Physical size of the school has been positively correlated with absenteeism. The larger the school, the higher the absentee rate. As mentioned previously, the size of community also impacts attendance patterns. Teachman 1979).

War decreases truancy (Kirweit 1973). Age of student plays a role in truancy patterns, as well. The Australian study found the highest frequency of absenteeism to be in grade 8 (13 years).

HYPOTHESIS

HYPOTHESIS #1

Subtracting 8 points from a student's grade for each unexcused absence will not be significant at the .05 level of confidence in reducing the frequency of absenteeism.

HYPOTHESIS #2

Adding points to a student's grade for not missing class, will not be significant at the .05 level of confidence in reducing the frequency of absenteeism.

METHOD

242 students were used in this study to assess the affectiveness of a new attendance policy.

All of those students who attended the Cayuga Onondaga Board of Cooperative Educational Services Vocational Education Center for the consecutive years, 1979-1980 to 1980-1981, were male and female who were chosen from grade levels 9-12 and ages 14-19.

A wide range of socio-economic groups were represented.

As a group the subjects are classified as those with average ability.[2]

All subjects were transported by school bus to and from the Center both years.

The weather during the time period under study exhibited the same general characteristics for both years of the study.

Four instructors were replaced on a staff of twenty-seven.

The times which students reported to the Center changed. If a student attended in the morning during the first year,

[2] As indicated on the Basic Educational Data System (BEDS), forms filled out by the instructors every year. They are on file at the N.Y.S. Education Department Information Center on Education.

the schedule reversed itself for the second year - making the student report in the afternoon.

The actual selection of subjects was done by matching a current list (80-81) of enrolled students and their absences to the equivalant list of the preceding year. All students enrolled in the same class for both years were accepted as subjects. Any new students and any student of the Center who changed classes were rejected.

The resulting sample was used to compare absences for the first 5 weeks of both years.

The treatment (New Attendance Policy) (see Appendix A), was introduced on the first day of school. It (The New Policy) was read to all students and a copy, in the form of a printed folder, was given to each.

RESULTS

After the data was collected a frequency polygon was constructed to make an initial interpretation (see Fig. 1).

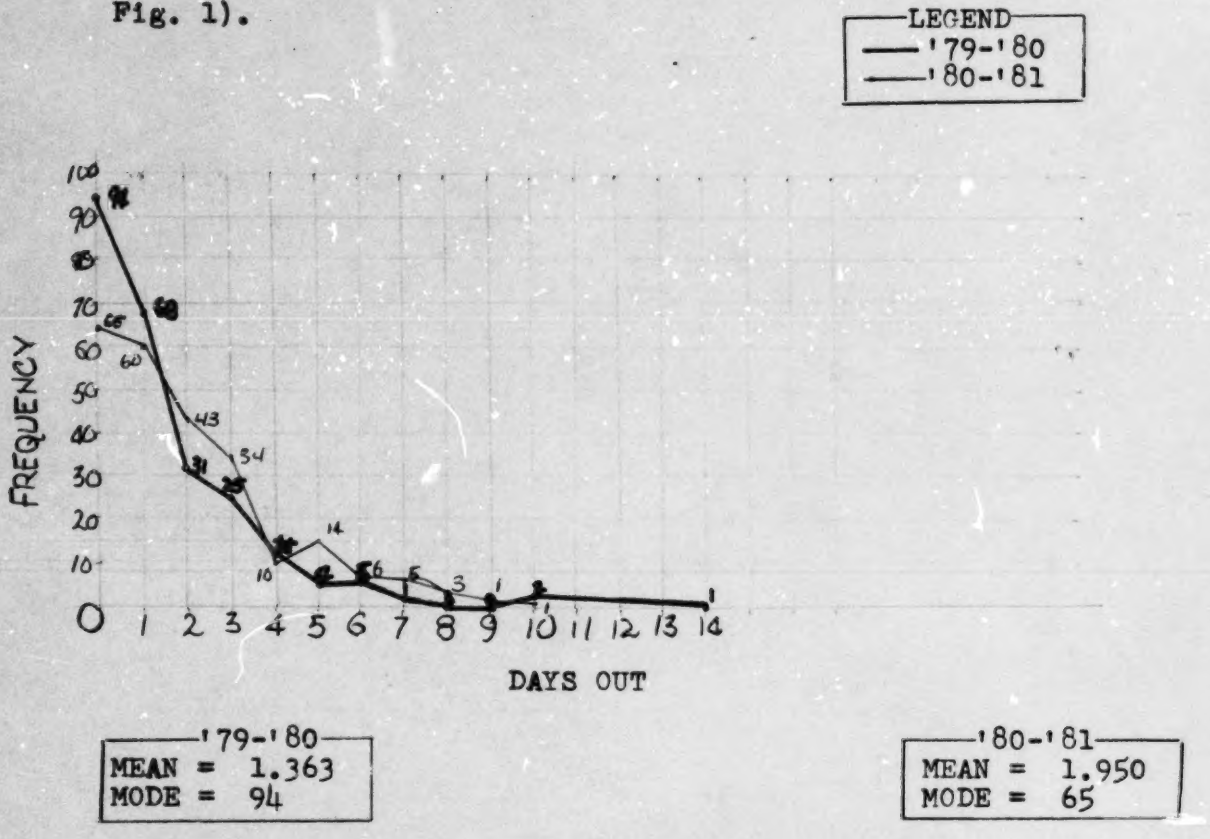

FIG. 1

The results indicate that lower rates of perfect attendance and higher rates of absenteeism are found in the 80 - 81 school year. Comparison of means (see Fig. 1)

for both years further substantiate this observation.

To determine if the difference in means is significant, the SAS Means Procedure was used to produce a "T" statistic. (see Appendix B). The Variable "diff" was used to hold the result of (79 absences - 80 absences). The validity of the hypothesis will be concluded by evaluating this (The "T") statistic as a comparison of the difference in means, an independent variable (New Grading Policy) makes on a non-independent sample. Because of the size of the sample, a normal distribution table is used to measure the degree of significance, rather than a "T" table with degrees of freedom (DF).

HYPOTHESIS #1

Subtracting 8 points from a student's grade for each unexcused absence will not be significant at the .05 level of confidence in reducing the frequency of absenteeism. A computed "T" Score of -2.44[3] correlates with a significant increase in the absentee rate. Hypothesis #1 is rejected at the .05 level of confidence.

HYPOTHESIS #2

Adding points to a student's grade for not missing class, will not be significant at the .05 level of confidence in reducing the frequency of absenteeism.

[3] This score (-2.44) correlates with .0063, the margin of error for a sample size of 242, indicating the degree of significance at 99.27%. (See Appendix C for complete printout).

DISCUSSION: RECOMMENDATIONS - CONCLUSIONS

The attempt to curtail absences using the new attendance policy may have been ineffective. However; several points and considerations have surfaced, as the research was being conducted, which might have made the results invalid for interpretation.

The controls varied. Students attending in the morning for one year attended in the afternoon for the second year and visa-versa. Some of the faculty were replaced. Previous research cited teacher personality as having an effect on absenteeism. This factor should have been eliminated by rejecting those students who had a new instructor.

The maturation threat to validity is a variable which cannot be controlled for in this type of study. A first year student tends to be more cautious, trying to take advantage of a fresh start. They are not influenced by the older students due to the scheduling techniques used at the Center (1st year students attend in the morning; 2nd year in the afternoon). However, by the second year, the student is comfortable in his surroundings, knows the regulations and rules, and has learned what will and will not be tolerated.

In the first year there were students who, at the end of the year had 40 or more absences and were still promoted. Why shouldn't that be the case this year?

Because the new policy lowered grades as the amount of absences increased, a 5 week block of study is inadequate. The students were unable to relate to the effect their absences were having on their grade. No less than 20 weeks (one semester) should be used as a block of study. A 20 week block provides the time in which a student can assess the implication of the new policy and adjust his thinking. It could be concluded that, after 5 weeks, reading about a new attendance policy will not affect a students truancy patterns. Whether or not the attendance policy itself has any impact, remains to be seen.

A more indepth study done for previous years would put these initial results in better perspective. It may be that students traditionally exhibit higher absentee rates in their second year. If this hypothesis is valid, then the research hypothesis could be proven. Even though a significant change has taken place, it may not be as significant as previous years, indicating that the grading procedure had a positive effect; that is, it lowered the frequency of absences compared to other years.

SUMMARY

The purpose of this study was to investigate the effectiveness of using a new grading system to lower absentee rates. Using a one-group-pre-test-post-test-design and applying the "T" test for non-independent samples, it was found that the group under the new grading system achieved a significantly higher (.593) absentee rate than the same group without the new system. It is concluded that more study must be undertaken to porperly assess the worthiness of the results.

APPENDIX A

GRADING AND ATTENDANCE POLICY

A new grading and attendance policy is being proposed by the Occupational Education administration and teaching staff. Since many of the skills that students in vocational classes are expected to learn can only be acquired by direct hands-on involvement, and since the Area Occupational Education Center is attempting to prepare students for the actual working world, it seems appropriate to have a set policy which would accurately reflect a student's attendance pattern in his/her grades.

It is, therefore, proposed that all instructors base their evaluations for quarterly marks on the following formula: Performance in class will be worth 50 percent of the quarterly grade; 25 percent of the grade will be based on written work; and class participation will be counted as 25 percent of the grade.

The actual formula which will be utilized by instructors will be to double the performance mark; add to it the marks for written work and class participation and divide the resulting sum by four to obtain a weighted average.

A student's attendance pattern will be reflected in the grade through the class participation grade. At the beginning of a quarter, each student will have a 100 class participation grade. For each unexcused absence,

eight points will be deducted from this grade. A student who has had only one unexcused absence in the quarter would have a 92 class participation grade, whereas a student who has five unsubstantiated absences would have a class participation grade of 60. A student with excellent attendance could thereby raise his/her grade appreciably, while a student whose attendance is very poor will find his/her average dropping.

APPENDIX A

COMPUTATION SAMPLE

SAMPLE A

SUZY Q

Performance Grade 85
Written Work 80
One Absence = Class Participation Grade 92

2 x 85 = 170
1 x 80 = 80
1 x 92 = 92
342

4)342
32
22

= QUARTERLY GRADE OF 86

SAMPLE B

SUZY Q

Performance Grade 85
Written Work 80
Five Absences = Class Participation Grade 60

2 x 85 = 170
1 x 80 = 80
1 x 60 = 60
310

4)310
28
30

= QUARTERLY GRADE OF 78

Some absences are unavoidable, however; and students should not be penalized for factors beyond their control. Therefore, the eight points wil not be deducted from a student's participation grade if appropriate documentation is presented for one of the following reasons:

Reason for Absence

1. Court Appearance
2. Illness
3. Death in Family
4. School Sanctioned Activity
5. Acts of Nature

APPENDIX A

Appropriate Documentation shall be defined as a doctor's excuse or copy of a medical appointment card; a signed note from a court official or attorney; home school verification or parental note.

It is also suggested that a student/parent appeal procedure be incorporated, to investigate and adjust the implementation of this policy in situations that may warrant special consideration. Appeals shall be heard and decided by the Director of Occupational Education and the respective High School Principal, or their designee.

APPENDIX B

```
1       DATA;
2       INPUT
3       NAME $ 1-6
4       SEX 7
5       ABS79 8-9
6       ABS80 10-11
7            DIFF = ABS79 - ABS80
8       CARDS;
251     PROC PRINT N;
252     PROC SORT;
253          BY SEX;
254     PROC MEANS;
255          BY SEX;
256          VAR ABS79 ABS80
257     PROC MEANS T;
258          VAR DIFF;
```

APPENDIX C

OBS	SEX	ABS79	ABS80	DIFF
1	1	4	2	2
2	1	3	5	-2
3	1	1	0	1
4	1	1	0	1
5	1	1	1	0
6	1	1	0	1
7	1	1	1	0
8	1	1	0	1
9	1	1	3	-2
10	1	0	1	-1
11	1	6	1	5
12	1	1	1	0
13	1	0	3	-3
14	1	1	1	0
15	1	1	0	1
16	1	3	0	3
17	1	1	1	0
18	0	10	2	8
19	1	6	3	3
20	1	0	0	0
21	1	1	3	-2
22	1	6	3	3
23	1	4	1	3
24	1	0	1	-1
25	1	1	0	1
26	1	3	6	-3
27	1	2	2	0
28	1	2	2	0
29	1	1	1	0
30	1	3	3	0
31	1	3	3	0
32	1	0	0	0
33	1	0	3	-3
34	1	6	4	2
35	1	3	1	2
36	1	2	0	2
37	1	3	0	3
38	1	1	4	-3
39	1	2	2	0
40	1	1	1	0
41	1	1	1	0
42	1	1	3	-2
43	1	0	0	0
44	1	2	1	1
45	1	2	2	0
46	1	1	6	-5

APPENDIX C

OBS	SEX	ABS79	ABS80	DIFF
47	1	1	4	-3
48	1	2	3	-1
49	1	0	2	-2
50	1	0	5	-5
51	1	2	1	1
52	1	5	8	3
53	1	0	1	-1
54	1	0	3	-3
55	1	0	2	-2
56	1	0	4	-4
57	1	4	4	0
58	1	0	0	0
59	1	1	1	0
60	1	0	0	0
61	1	1	1	0
62	1	3	0	3
63	1	4	2	2
64	1	1	3	-2
65	1	1	1	0
66	1	3	7	-4
67	1	2	0	2
68	1	0	0	0
69	1	2	0	2
70	0	2	0	2
71	0	1	0	1
72	0	4	4	0
73	0	1	0	1
74	0	2	1	1
75	0	0	1	-1
76	0	0	1	-1
77	0	0	1	-1
78	0	3	7	-4
79	0	10	0	10
80	0	4	1	3
81	0	0	3	-3
82	0	0	7	-7
83	0	0	3	-3
84	0	1	2	-1
85	0	0	1	-1
86	0	1	0	1
87	1	0	1	-1
88	1	0	0	0
89	1	1	6	-5
90	0	0	0	0
91	0	0	0	0
92	1	1	1	0

APPENDIX C

OBS	SEX	ABS79	ABS80	DIFF
93	0	1	1	0
94	1	3	1	2
95	1	0	2	-2
96	0	0	3	-3
97	0	0	0	0
98	0	1	0	1
99	0	0	0	0
100	0	2	2	0
101	0	0	2	-2
102	0	0	2	-2
103	0	1	3	-2
104	0	0	0	0
105	0	0	0	0
106	0	0	0	0
107	0	0	1	-1
108	0	2	2	0
109	0	0	5	-5
110	0	6	2	4
111	0	0	1	-1
112	0	0	1	-1
113	0	0	0	0
114	0	0	2	-2
115	0	0	0	0
116	0	1	2	-1
117	0	0	1	-1
118	0	0	3	-3
119	0	2	1	1
120	0	1	3	-2
121	0	0	1	-1
122	0	0	0	0
123	0	1	4	-3
124	0	2	3	-1
125	0	0	5	-5
126	0	1	3	-2
127	0	1	6	-5
128	0	0	2	-2
129	0	1	0	1
130	0	0	3	-3
131	0	2	3	-1
132	0	2	5	-3
133	0	0	0	0
134	0	0	3	-3
135	0	0	1	-1
136	0	1	0	1
137	0	0	0	0
138	0	0	1	-1

APPENDIX C

OBS	SEX	ABS79	ABS80	DIFF
139	0	3	1	2
140	0	0	2	-2
141	0	0	2	-2
142	0	0	1	-1
143	0	0	2	-2
144	1	1	1	0
145	1	3	9	-6
146	1	0	0	0
147	1	1	1	0
148	1	1	2	-1
149	1	0	0	0
150	1	0	0	0
151	1	2	4	-2
152	1	1	0	1
153	0	4	4	0
154	0	0	0	0
155	1	0	0	0
156	1	1	5	-4
157	1	1	0	1
158	1	0	0	0
159	0	2	2	0
160	1	4	7	-3
161	1	10	5	5
162	1	1	0	1
163	1	7	0	7
164	1	1	0	1
165	1	1	1	-1
166	1	0	1	-1
167	1	0	0	0
168	1	3	1	2
169	1	10	7	3
170	1	0	1	-1
171	1	3	2	1
172	1	1	0	1
173	1	0	0	0
174	1	0	1	-1
175	1	1	2	-1
176	1	1	1	0
177	1	1	1	0
178	1	1	2	-1
179	1	0	1	-1
180	1	1	3	-2
181	1	3	3	0
182	1	5	1	4
183	1	1	0	1
184	1	4	3	1

APPENDIX C

OBS	SEX	ABS79	ABS80	DIFF
185	1	0	2	-2
186	1	2	10	-8
187	1	2	8	-6
188	1	4	8	-4
189	0	5	3	2
190	0	3	1	2
191	0	0	0	0
192	0	0	2	-2
193	0	2	3	-1
194	0	0	2	-2
195	0	3	0	3
196	0	0	1	-1
197	0	0	6	-6
198	0	1	1	0
199	0	2	1	1
200	1	2	2	0
201	1	1	0	1
202	1	1	0	1
203	1	0	0	0
204	1	2	2	0
205	1	3	1	2
206	1	0	1	-1
207	0	1	4	-3
208	0	3	6	-3
209	1	0	2	-2
210	1	2	1	1
211	1	0	0	0
212	0	0	2	-2
213	1	0	0	0
214	1	0	0	0
215	0	3	0	3
216	1	1	0	1
217	0	0	0	0
218	0	0	1	-1
219	0	2	1	1
220	1	0	1	-1
221	0	2	1	1
222	1	0	1	-1
223	1	0	0	0
224	1	3	2	1
225	1	2	1	1
226	1	1	1	0
227	1	1	1	0
228	1	0	2	-2
229	1	0	0	0
230	1	0	3	-3

APPENDIX C

OBS	SEX	ABS79	ABS80	DIFF
231	1	0	2	-2
232	1	0	0	0
233	0	0	0	0
234	1	1	3	-2
235	1	0	2	-2
236	1	14	3	11
237	1	2	2	0
238	1	3	3	0
239	1	5	3	2
240	1	3	2	1
241	1	3	5	-2
242	1	4	4	0

APPENDIX

----------SEX=0----------

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE
ABS79	92	1.11956522	1.86254223	0
ABS80	92	1.73913043	1.74071834	0

VARIABLE	N	MAXIMUM VALUE	STD ERROR OF MEAN	SUM
ABS79	92	10.00000000	0.19418345	103.00000000
ABS80	92	7.00000000	0.18148243	160.00000000

VARIABLE	N	VARIANCE	C.V
ABS79	92	3.46906355	166.363
ABS80	92	3.03010033	100.091

----------SEX=1----------

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE
ABS79	150	1.68666667	2.09869460	0
ABS80	150	1.90666667	2.09936605	0

VARIABLE	N	MAXIMUM VALUE	STD. ERROR OF MEAN	SUM
ABS79	150	14.00000000	0.17135770	253.00000000
ABS80	150	10.00000000	0.17141252	286.00000000

VARIABLE	N	VARIANCE	C.V.
ABS79	150	4.40451902	124.429
ABS80	150	4.40733781	110.107

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